

## Austwick CE (VA) Primary School Whole School Assessment Policy

Assessment is an integral part of the education process which should help pupils become independent, self-motivated and resilient learners able to achieve their full potential. Assessment is making a judgment about the achievement of pupils. It can be made by pupils themselves, by their teachers, by external assessment or by a combination of these.

### **Aims of Policy**

At Austwick CE Primary School, the purpose of assessment is:

- to identify gaps in pupil's knowledge so that teachers can adjust planning and teaching to enable children to make the next steps in learning and reach their full potential.
- to demonstrate progress by showing that pupils know and remember more.

### **Formative Assessment**

Ongoing, formative assessment is an integral part of effective teaching and learning, allowing teachers to identify what children know and remember. Formative assessments will be used by staff on a day to day basis to find out what children know, need to consolidate or are finding difficult. Staff will work flexibly, adjusting planning and teaching in response to all of their pupils' needs, including SEND, enabling additional support to be provided quickly when needed. Progress will be gauged by children knowing and remembering more. It is vitally important that key knowledge is transferred to the long-term memory in order for children to understand key concepts and ideas in future learning. Formative assessments are used to inform next steps in teaching.

### **Early Years Foundation Stage**

Staff use their experience and knowledge to gauge whether a child's learning and development is on track for their age. They spend lots of time engaging with children and use their experience and knowledge to plan for the appropriate support which will enable all children to make progress from their starting points. At the end of EYFS, staff use their judgement to assess whether the children have met the Early Learning Goal for each area of learning and inform parents/carers.

### **Key Stage 1 and Key Stage 2**

Pupils will be assessed on the knowledge they have learned. In line with research on memory and retrieval, assessments take place at approximately 3, 6 and 12 weeks after each unit of work. The purpose is to determine whether knowledge has transferred to long term memory; progress will be measured by pupils knowing and remembering more. Assessments are carried out using a variety of ways including observation of pupils, discussions, questioning, and low-stakes tests and quizzes.

### **Monitoring**

Monitoring is carried out by subject leaders, the headteacher, and governors to assure the reliability of assessment throughout the school, making sure pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school. Maths and English are monitored each term using a range of assessments and standardised tests. We take part in LA moderation which further validates results in Year 2 and Year 6.

### **Reporting on Progress**

There are three specific times throughout the school year that we formally report on your child's progress and achievement. Effective communication between home and school is vital whether by phone, email or in person. Parents are welcome to meet with the teachers at any time by mutual agreement.

The school has a well-established system for reporting to parents. This consists of:

**Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and targets are discussed. Effort Grade Letters are issued to parents at the start of Spring Term.

**Spring Term** - parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations. A second Effort Grade Letter is issued to parents at the beginning of Summer Term.

**Summer Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year. Parents are invited to discuss this report, which contains Summer Term Effort Grades, if they wish or are invited to.

In addition, the school has an open-door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

Date: January 2025

Review Date: January 2026